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A METHOD

FOR

TEACHING PRIMARY READING

BY

LIDA BROWN McMURRY

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PREFACE

This book has been prepared to be used as a manual by teachers of beginning reading in the primary grades in the elementary schools. The methods that are outlined here may be used in connection with any other method or with any set of basal readers.

The application and the suggestions given here are general; and yet teachers, who are perplexed by problems in the teaching of primary reading, will be able, by following this step-by-step process, to overcome many specific difficulties. Teachers will find, also, that the suggestions embodied in this method may be used advantageously to supplement any method and to vary and enrich the process of teaching reading.

This manual goes far in the application of reading methods and the establishment of right reading habits. Stress is here laid upon the few most important habits that the pupil must form, no matter from what book he may read.

The plan here outlined for introducing pupils to reading has been thoroughly tested out in the Primary Department of the DeKalb State Normal Training School. It is in response to the requests of many primary teachers that the manual has been prepared.

LIDA BROWN McMURRY.

PART ONE

BEGINNING READING

A METHOD FOR TEACHING PRIMARY READING

CHAPTER I

INTRODUCTION

THERE are habits of reading that the pupils should form in the Primary Grades. The most important at the outset are:

The habit of looking to a word, phrase, or sentence for its meaning.

The habit of attacking a word with the assurance that, through knowledge of the sounds of letters and combinations of letters, the pupils can find out what it says.

The one habit deals with the thought and the other with the form, but they must go hand in hand. To establish the child in these habits is the Primary Teacher's problem in Reading.

The following method is a plan for solving this problem:

To aid in forming the first habit, directions for playing games and sentences which direct the

pupils to perform actions are very valuable. Besides fixing this habit they give the little children exercise and a feeling of at-homeness. Later, riddles, short stories, and rhymes are given.

To aid in forming the second habit, the sounds of letters and combinations of letters are taught, and the pupils are encouraged to make out for themselves the new words that are presented. The consonants in common use and the short sounds of the vowels are taught first. When the short sounds of the vowels have become perfectly familiar to the pupils, the long sounds are taught.

The order followed in teaching these sounds is suggested by the directions given in the games and by the words used later in the stories, riddles, and rhymes.

Steps taken to form these habits through playing games:

First Step. Playing the game from oral directions.

Second Step. Playing the game from written directions, the pupils getting the words by sounding the letters which compose them.

Third Step. Making new words which are within the children's vocabulary and which contain letters the sounds of which the pupils have

learned, and having the pupils get these words by sounding the letters. These words are given in stories which the teacher tells to the pupils, she writing the words which they are to sound, upon the board. This is the application of the Second Step and gives zest to the review.

Fourth Step. Using the new words in new games or in additional directions in games which they have had. This is to familiarize the pupils with them. It is the application of the Third Step.

CHAPTER II

THE "I SAY" GAME

First Step. Directions for the pupils:

I say, sit.	I say, trot.
I say, skip.	I say, stand.
I say, tap.	I say, run.
I say, rap.	I say, jump.
I say, hop.	I say, fly.

No child should move to follow a command that is not preceded by "I say," *e.g.* if the teacher says, "tap," no child should move. If she says, "I say, tap," the child called upon should tap on the wall with the tips of his fingers. The pupils learn to play the game freely and joyously from oral directions given by the teacher. They try to see how many can escape without once being caught.

Second Step. The written directions are now gradually substituted for the oral directions, *e.g.* the teacher says, "I say —" and writes *sit* upon the board instead of giving it orally. The pupil called upon will probably say, "I do not know what that tells me to do." The teacher

says, "I will help you to find out," and by pointing to and sounding each letter in turn — *s i t* — the pupil catches the word. Perhaps no other direction need be given in writing on this first day, the others all being given orally. At the close of the recitation a rapid drill is given on the sounds of the three letters, *s i t*, and the same drill is given at the beginning of the recitation on the next day. The next written direction given is *skip*, which contains only two new letters to be taught by sound. The pupils give the first and third sounds, and the teacher sounds *k* and *p* for them. Gradually the other eight directions are taught from the blackboard. When these are all familiar the pupils not only know ten words, but the sounds of *d, f, h, j, k, m, n, p, r, s, t, ă, ĭ, ŏ, ŭ, ȳ*. The diacritical marks are not used, for the pupils will not find them in the books they read; neither are the names of the sounds of the letters given, *e.g.* short *o*.

For drill, the letters the sounds of which the pupils have been taught are written upon slips of cardboard 4 inches by $4\frac{1}{2}$ inches. On the opposite side of each card is the same letter *in print*. The pupils are taught to give the sound of the one that is presented. If they do not recognize

the letter in print, the card is turned to show the script letter.

Similarly, the words *sit*, *stand*, etc., are written and printed on the opposite sides of cards $4\frac{1}{2}$ inches by 9 inches, and the pupils perform the acts as the cards are presented, *e.g.* as the card *run* is presented the child called upon runs, or he turns to another child and says, "run."

Third Step. From the sounds of the letters which the pupils know, the following familiar words can be studied out by them:

Nouns:

doll	dot	fan	fun	hat	ham
hand	hill	jam	lap	lamp	land
lip	lot	lump	man	mat	mill
milk	mop	mud	nap	nut	pan
pin	pump	rat	sand	sky	skin
stamp	spot	strap	sun	tin	trap

Pronouns:

him it my

Adjectives:

dry	dull	fat	flat	hot
pink	silk	soft	still	stiff

Verbs:

am	did	dip	drink	dry	fill
fry	had	hit	hum	hunt	kill
lift	let	pat	puff	ran	sat
sift	lay	stamp	stop	tip	try

Adverb:

not

Prepositions:

in on from

Conjunction:

and

These words are classified for the convenience of the teacher. The pupils, of course, know nothing of nouns, verbs, etc. These words are not presented as mere words for the pupils to study out.

In various ways they are presented so that the pupils shall care to put forth effort to find out what they say, *e.g.* directions are given in part orally, only the underlined words in the directions being written upon the board, and studied out by the pupils, as:

Play dip up some milk. Play drink milk. Fill (Write fill) your hand with sand. Pat (Write pat) the doll. Play dry your hands. Find a picture of a rat in a trap. (Give the article *a*.) Find the picture of a man on a hill.

The parenthetical sentences are directions to the teacher. The teacher must have these pictures handy. Other sentences may be given.

Another method is to have the teacher ask such questions as the following, placing only the underlined words on the board for the pupils to sound out.

Who has a doll? Has it a hat? Can the doll drink milk? Can it take a nap? Can you lift your doll? Do you pat its cheeks?

Or the words may be introduced in the form of a story, thus:

One day a little boy wanted some fun, so he made a snow man. It (it) was a fat man. The boy made red lips for him. He made his eyes of nuts. He put a stiff hat on his head, but the snow man could not lift his hat.

The next day the sun shone out hot, on the snow man. It did not like that. The little boy put a fan in his hand, but he could not fan himself. So he became soft and weak and at night there was nothing left of him but two nuts, a hat, and a fan. Poor man!

Fourth Step. These directions may be added to the "I Say" Game.

I say, drink.
I say, hum.
I say, stamp.
I say, puff.

PLAYING STORE

Preparation:

Get a stiff hat.
Get a soft hat.
Get a fan.
Get a tin pan.
Get some nuts.
Get some pins.
Get a doll.
Get a pink fan.
Get a silk hat.
Get a lamp.
Get a mat.
Get a mop.
Get a pan.
Get a strap.
Get a rat trap.

The articles called for, or pictures of them, must be within easy reach of the children. After all the articles are arranged for a store, the pupils are furnished with paper money. Then the following directions are given:

Buy a strap.
Buy a mat.

Give other sentences of the same kind, and later when ready to close the recitation:

Put up a pink fan.
Put up some pins.
Put up a tin pan.

Give other sentences of the same kind.

CHAPTER III

THE "SIMON SAYS" GAME

First Step. Directions for the pupils:

Simon says, "Thumbs in."
Simon says, "Thumbs out."
Simon says, "Thumbs up."
Simon says, "Thumbs down."
Simon says, "Thumbs wiggle-waggle."

Explanation: The thumbs are not to be moved unless the direction is preceded by "Simon says." The one moving his thumbs at the wrong time is out of the game.

Second Step. The underlined words only are placed upon the board, the other part of the direction being given orally. The new sounds of *ou*, *ow*, *w*, *g*, are learned.

Third Step. New words from sounds of letters pupils have already learned. These words are presented as before suggested:

Nouns:

dog	fig	flag	fog	frog	frown
ground	hog	hound	house	jug	log
mouse	mug	owl	pig	rag	rug
sound	town	wind			

Pronoun:

our

Adjectives:

loud	pug	round	stout	wet

Verbs:

dig	dug	found	growl	howl	hug
plow	pout	pound	swim	tag	will

Adverbs:

now how

Fourth Step.

PICTURE STORE PLAY

Pictures of all of the following objects are within easy reach of the children, and as they are gotten by them they are arranged tastefully for a picture sale.

Get a gun.	Get a mug.
Get a dog.	Get a mouse.
Get a mouse.	Get a hound.
Get a frog.	Get a hog.
Get an owl.	Get a house.
Get a rug.	Get a jug.
Get a pig.	Get a pug dog.
Get a flag.	Get a round log.

CHAPTER IV

"SPIN THE PLATTER" GAME

Material: a pie tin.

First Step. Directions and Explanation. Each child is given the name of one of the following animals:

cat	hen	owl
cow	hog	pig
dog	horse	rabbit
frog	mouse	rat

The platter is spun by a child and the name of one of the animals is called by the teacher. The child bearing that name must jump out quickly and try to catch the platter before it falls. If he succeeds, he may spin the platter. If not, he takes his seat and the child who at first spun the platter spins it again.

Second Step. When the pupils have learned to play the game readily the teacher writes the names of the animals upon the board instead of speaking them. The new words are *cat*, *cow*, *rabbit*, *hen*, and *horse*. The teacher will give to the pupils

the new sounds: *c*, *b*, *ĕ*, and *or* as they need them to study out the new words. She also tells the pupils not to sound *e* (pointing to it, not calling it by name) when they find it at the end of a word.

Third Step.

Nouns:

bag	bat	bed	bell	belt	bill
bonnet	bottle	bug	cap	cattle	cob
cot	cub	cup	cord	corn	cloud
clown	crowd	horn	pet	robin	

Adjectives:

big	best	brown	red	ten	wet

Verbs:

beg	bend	bent	bow	bit	can
clap	cry	cut	fed	get	let
lend	met	mend	rest	set	send
went					

Prepositions:

for by

Conjunctions:

but or nor

A RIDDLE TO GUESS

Fourth Step.

I can run.
I can skip.
I can jump.

I can hop.
I can stamp.
I can bow.
I can pat a cat.
I can pound.
I can fan.
I can rap on my desk.
I can tap on my desk.
I can not fly.
I can spin a top.
I can dust.
I can stand still.
I can sit down.
I can hum.
I can puff.

(*A boy or girl.*)

The sentences are written upon the board, those which tell most plainly about the object being placed last. The pupils read the sentences and as they read try to guess the riddle. If they guess it before all the sentences are read, they read on to make sure.

A RIDDLE

It can not sit down.
It can stand.
It can not run.
It can not skip.
It can not hop.

It can not jump.
It can not fly.
It can not cry.
It can not lap milk.
It can not spin a top.
I can lift it.
I can dust it.
I can sit on it.
I rest on it.
It is red.
It is little.

(*A little red chair.*)

THINGS TO DO

The teacher must see that all the material necessary for the carrying out of the directions is at hand.

Sit on a rug.
Stand on a mat.
Get the bell.
Set it on the rug.
Get a brown cap.
Get a top.
Spin the top.
Tap on a bottle.
Get a red hat.
Try it on.
Get a little red mitten.
Try it on the doll.

PICTURE STORE

Pupils get the pictures as called for and arrange attractively.

Get a big man and a little dog.
Get cattle.
Get a cloud in the sky.
Get a little cub.
Get a big cup.
Get a little kitten.
Get a little brown hen.
Get a big horse.
Get a robin.
Get a cat.
Get a little bonnet.
Get a little red belt.
Get a little bell.

A GAME OF THE LION AND THE FARMER

Explanation: One child is the farmer, another is the lion, and the other children bear the names of the following animals belonging to the farmer:

cat	hen	hound	pug dog
cow	hog	kitten	rabbit
dog	horse	pig	

The three parties are arranged in the form of a triangle, the animals at one angle, the farmer at

another, and the lion at the other. The teacher points to the name of an animal which the farmer wants (written upon the blackboard). This animal tries to reach the farmer before the lion can catch him. See how many can play through the game without once being caught.

CHAPTER V

"MOVEMENTS OF ANIMALS" GAME

First Step. Directions and Explanation. Each child is assigned the name of an animal or person whose movements he can imitate. The names given are:

bird	duck	horse	owl
boy	frog	hen	pig
cat	fish	hound	rabbit
cow	girl	kitten	robin
dog	hog	mouse	rat

The following directions are given:

Hop, boy or { girl, rabbit, robin, frog

Skip, girl or { boy, sheep

Fly, duck or { hen, robin, owl

Swim, horse or
- fish
- boy
- girl
- duck
- frog
- dog

Run, kitten or
- girl
- boy
- dog
- sheep
- hen
- hog
- cow
- pig
- cat
- rat
- mouse

Trot, dog or
- horse
- hound
- girl
- boy

Second Step. Soon the directions are written upon the board, the teacher giving to the pupils the new combinations: *ee*, *ir*, *oy*, *sh*, *ck*.

Third Step. The following words for pupils to study out — those that can be introduced as before suggested.

Nouns:

back	bee	beet	block	brick	
brush	clock	creek	deer	dirt	dish
feet	flock	geese	hack	joy	Jack
locket	neck	pocket	rack	rock	sack
sheet	shell	ship	shirt	shop	sleet
socks	skirt	stack	tack	toy	tree
trick	track	week			

Adjectives:

black	deep	first	green	sick
sleek	steep	sweet	wee	

Verbs:

bend	brush	crack	creep	crush	hush
keep	kick	lick	lock	meet	pack
peck	peep	pick	prick	rock	rush
see	seem	shout	stick	stir	sleep
suck	sweep	tack	tick	tickle	

Fourth Step.

WHAT THEY CAN DO

A boy can shout.
A girl can sweep.
Jack can jump.
A little green frog can hop.
A shy rabbit can hop.
A robin can fly, and hop, and run.
A little bird can peep.
A horse can kick.
A duck can swim.
A fish can swim.

A clock can tick.
A sheep can stamp its feet.
A creek can run.
A tree can bend.
A block can stand.

The pupils read these sentences from the board.

FITTING UP A STORE

Get a deep dish.
Get a little clock.
Get a toy.
Get a brush.
Get a shell.
Get blocks.
Get tacks.
Get a toy ship.
Get a flag.
Get a toy sheep.
Get a toy deer.
Get a little tub.

In review add to the directions in the "I Say" Game:

I say, peep.
I say, sleep.
I say, sweep.
I say, stir.

CHAPTER VI

"FLYING" GAME

First Step. Directions.

Make statements:

Ducks fly.
Birds fly.
Bees fly.
Sheep fly.
Fish fly.
Cats fly.
Deer fly.
Geese fly.
Chickens fly.
Dogs fly.
Girls fly.
Hens fly.
Cows fly.
Boys fly.
Rabbits fly.
Leaves fly.
Robins fly.
Frogs fly.

Explanation: When the teacher says, "Ducks fly," the pupils move their arms as in flying.

The same movement is made when the other animals that fly are named. But when the teacher says, "Cows fly," the arms should not move, nor should the arms move for others which do not fly.

See how many can play through the game without once being caught in a mistake.

Second Step. The directions are later given from the board, the teacher helping with the new sounds of v and ea in leaves, of s in cows, and of ch in chickens.

Third Step.

Nouns:

beads	beans	cheek	cheese	chest	chick
children	chin	chip	cream	dream	ear
hand	pea	peach	meal	meat	sea
seat	steam	stream	tea	team	tear
van	vat	velvet	vest	visit	

Pronoun:

his

Adjectives:

cheap	clean	clear	dear	each
lean	mean	neat		

Verbs:

beat	bleat	cheat	cheer	chirp	chop
dream	eat	fear	has	have	hear
heat	is	lead	leap	leave	please
preach	reach	read	reap	scream	
shear	speak	teach	tease	treat	

Adverb:

near

To this list may be added any noun forming its plural by adding s.

In using the cards for phonic drills, from this time forward, the pupils give the two sounds of *s* when *s* is presented. When a new word containing *s* is given, the pupils try one sound, and if this does not give them the word they wish, they try the other sound.

Fourth Step.

A RIDDLE

It is little.
It has legs.
It has feet.
It can run.
It can jump.
It can not swim.
It has a bill.
It can eat corn meal.

It can scratch in the dirt.
It can peck at the sand.
It can eat bugs.
It can peep.

(*Chicken.*)

ACTION SENTENCES

Beat a drum, boys.
Clap hands, girls.
Get the bean bags.
Toss the red bean bag.
Toss the green bean bag.
Lean on the desk.
Clean the little dish.
Stand near the seat.
Leave the seat.
Sit down in a seat.
Read.
Give a girl a velvet cap.

CHAPTER VII

A BALL GAME

Material: A hollow rubber ball.

First Step. Directions:

Get the ball.
Catch the ball.
Run for the ball.
Bounce the ball.
Throw the ball.
Toss the ball.
Bat the ball.
Roll the ball.

Explanation: The first direction is for getting the ball to play with. The pupils then form a ring, one child being in the center. At the commands, "Throw," "Bounce," or "Toss the ball," the child in the center throws, bounces, or tosses the ball to children in the circle, and they throw, bounce, or toss it back to *It* very rapidly.

At the command, "Roll the ball," all sit upon the floor and roll the ball back to It as he rolls it to them. At the command, "Bat the ball," a pupil bounces the ball to the floor and bats

it back with the palm of his hand. At the command, "Run for the ball," the ball is thrown outside the ring and the one called upon runs for it.

Second Step. The game is now played from written directions, the teacher telling the new sounds, — *ō* in roll, *ç* in bounce, *th* in throw, *all* in ball, *ow* in throw.

After this, in the phonic drills the pupils give two sounds for o, c, and ow, and find out by trial which one to use when studying out a new word.

The article *the* is told to the pupils.

Third Step.

Nouns:

arrow	bone	bow	cone	core	crow
gold	grove	home	hole	hose	hall
harrow	joke	mole	nose	ounce	pillow
rose	row	shore	smoke	snow	sparrow
stall	stone	store	teeth	thimble	thorn
wall	willow	window			

Adjectives:

low most small tall thick thin third three

Verbs:

blow	call	choke	close	crow	fall
fold	flow	go	grow	hold	mold
mow	open	poke	show	sold	sow
spoke	thank	thaw	think	thresh	threw
throw	told	woke			

Adverb:

no

Fourth Step.

ACTION SENTENCES

Open the window.
Go to sleep.
Fold hands.
Mold a little ball.
Hold the rose.
Close the window.
Throw a red (green, black, or brown) ball.
Call the little chickens.
Blow the seed.
Crow as a cock crows.
Show how the smoke rolls up.
Give a little girl a thimble.
Show a bow and arrow.
Bend the willow.
Go and get a cone from the window sill.
Get a small pole.
Show us a tall tree.

CHAPTER VIII

BEAN BAG AND CIRCLE GAME

First Step. Directions:

Toss a red bag.
Toss a green bag.
Toss a blue bag.
Toss a yellow bag.
Toss an orange bag.
Toss a black bag.
Toss a brown bag.
Toss a white bag.

Explanation: A circle about three feet in diameter is drawn upon the floor. Bean bags of the colors indicated above are provided. The pupils stand a certain distance from the circle. Each child may have one, two, or three throws, as the teacher decides best. See which child can toss the most bags wholly within the circle.

Second Step. The directions are written upon the board, the teacher helping with the sounds of *ū* in blue, *y* in yellow, *ġ* in orange, *wh* and *ī* in white.

After this when the phonetic card of u is presented, the pupils will say, "ū or ŭ"; when y is presented, he will give the long vowel sound and the consonant sound; when g and i are presented, he will give for each the two sounds that he knows.

Third Step.

Nouns:

child	dime	flute	gems	giant	glue
June	kite	line	mile	pie	pile
pine	pipe	plume	smile	thistle	tie
time	truth	tune	twine	vine	wheat
wheel	whip	whistle			

Adjectives:

fine five huge pure ripe nine kind true

Pronouns:

you (o not sounded) your I mine

Adverbs:

when while why yes yet

Verbs:

bind	bite	find	grind	like	mind
shine	strike	whine	whirl	whittle	wipe
wind	yell	yelp			

By noticing carefully the words in which i occurs and those that end in e the pupils may see that while e is not sounded, it makes the i say ī. Those words ending in e in which u occurs give the u the ū sound.

Fourth Step.

ACTION SENTENCES

Hold up a yellow rose.
Find a red rose.
Smell a pink rose.
Find a white rose.
Wipe the white dish.
Give a girl a blue ball.
Give a boy a white ball.
Give me a yellow ball.
Find the flute.
Give us a tune.
Hide the thimble.
Find the thimble.
Find a blue bird.
Find a small kite.
Show us the twine for the kite.
Wind the twine on a ball.
Find an orange stick.
Hold up a blue stick.
Pick out three yellow sticks.
Show us five green sticks.
Find the whistle.
Whistle on it.
Show us a black plume.
Find the glue.
Find the wheat.
Sow the wheat.
Reap the wheat.
Thresh the wheat.

Much material, in the form of real objects or pictures, is needed for such a lesson, but it pays in the amount of studying the pupils do and in the interest they take in the doing.

A RIDDLE

I am not small.
I am huge.
I am round.
I am not blue.
I am red or yellow.
I am in the sky.
I am not a cloud.
I melt the snow.
I dry the streets.
I shine on you.
The birds like me.
The trees like me.
You like me.

(*The sun.*)

CHAPTER IX

"TAKING THE FORT" GAME

Materials: Flags of the nine colors mentioned below, also a long fort in the sand table or on the teacher's desk.

First Step. Directions. Part I.

Place the red flag.
Place the yellow flag.
Place the green flag.
Place the white flag.
Place the black flag.
Place the purple flag.
Place the orange flag.
Place the blue flag.
Place the brown flag.

Directions. Part II.

Take down the white flag.
Take down the blue flag, etc.

Explanation: The pupils are divided into two equal groups. The first group places the flags, and the second group takes them down. If a child called upon cannot place the right flag, the

teacher places it for him. When all the flags have been placed, tell how many the teacher has placed.

Then the second side plays. If a child cannot take down the flag as he is asked to do it, it is left standing. At the close of the exercise see how many flags are left standing. If, for example, three are left standing, and the teacher sets up five for the other side, the second side wins, by two flags; if the teacher sets up but one flag, the first side beats by two.

Second Step. The game is played from written directions, the teacher helping to the sounds of ā in place, and ur in purple.

The pupils now give the letter a two sounds, in the phonetic drills.

Third Step.

Nouns:

blade	bur	cage	cake	cane	cape
cave	date	face	flake	fur	gate
game	Grace	Jane	Kate	lace	lake
lane	mane	name	nurse	page	pane
paste	plate	potato	purse	race	rake
shade	shape	spade	stake	table	tomato

Adjectives:

lame	late	pale	same	tame

Verbs:

bake	blame	burn	came	chase	churn
gave	hate	hurt	made	make	place
pur	save	shake	take	taste	trade
wade	wake	waste	wave		

Fourth Step.

A RIDDLE

I have two hands.
I can not shake hands.
I can strike.
I will not strike you.
I have a face.
I can not see.
I can not smile.
I can not cry.
I can not pout.
I can not pur.
I have no mouth.
I can not smell.
I have no nose.
I can not hear.
I have no ears.
You hear me.
I have no feet.
Yet I run.

(*Clock.*)

Tell the pupils the word *two.*

A RIDDLE

It is big.
It has legs.
It can run.
It can not hop.
It can wade.
It has a face.
It has a nose.
It has a mouth.
It has no mane.
It has no fur.
It eats corn.
It has horns.
It gives us milk.
It gives us cream.
We churn the cream.

(*Cow.*)

CHAPTER X

"HIDE THE RINGS" GAME

Material: Celluloid or wooden rings of the nine colors mentioned below.

First Step. Directions:

Take a red ring.
Take a blue ring.
Take a purple ring.
Take a yellow ring.
Take an orange ring.
Take a green ring.
Take a brown ring.
Take a white ring.
Take a black ring.

The pupils close their eyes and the ring holders hide the rings. Then these directions are given:

Find the blue ring.
Find the white ring.

Give other sentences of this kind.

At first only two or three rings are hidden at a

time. When the pupils are told to find a ring of a certain color no ring but the one of that color must be disturbed. The finder calls, "I spy," and holds up the ring. Then another ring is sought, and so on.

Second Step. The pupils play the game from written directions, the teacher helping with ing in ring.

Tests : As the teacher holds up, for example, a brown ring, a pupil erases the phrase that describes it.

Sometimes, for example, write, "Find the green ring," before that ring has been hidden, or "Hide the red ring," when it has already been hidden.

The pupils must feel the need of being alert constantly.

Third Step.

Nouns:

king swing thing wing morning spring string

Verbs:

cling bring ding-dong ring sing sting

the present participle of many verbs

Fourth Step.

A RIDDLE

It has legs.
It can not hop.
It can not run.
It has a foot.
It can not see.
It is white, or brown, or green, or blue.
You sleep on it.
You leave it in the morning.

(*Bed.*)

RIDDLE

It is small.
It can run.
It can hop.
It can jump.
It has wings.
It can fly.
It has a yellow bill.
It can sing.
It has a brown breast.
I call it a red breast.

(*Robin.*)

RIDDLE

It is round.
It has a big mouth.
It has big teeth.
It can not eat.
It has a big nose.

It can not smell.
It has big eyes.
It can not see.
It can not run.
It has no feet.
It has no hands.
It holds a candle.
It visits you in the fall.
Will you run from it?

(*Jack-o'-lantern.*)

Note. Tell the pupils the word *eyes*.

RIDDLE

I can not speak.
I can not eat.
I have no mouth.
I can sing.
I can whistle.
I have no wings.
I can fly.
I have no hands.
I toss the leaves.
I ripple the creek.
I make the windmill go.
I dry the ground.
I take your hat and toss it up.
I may fan you.
I may drive you.
I bring the storms.

(*The Wind.*)

THE LITTLE RED HEN AND THE GRAIN OF WHEAT

Once upon a time there was a little red hen. She lived in the farmyard with a cat, a rat, and a pig.

One morning as she was scratching for her breakfast she saw a grain of wheat. So she said, "Who will plant this wheat?" "Not I," said the cat. "Not I," said the pig. "Not I," said the rat. "Then I will," said the little red hen, and she did.

The wheat grew and grew. It was green at first, then it became yellow. It was ripe. Then the little red hen said, "Who will cut this wheat?" "Not I," said the rat. "Not I," said the pig. "Not I," said the cat. "Then I will," said the little red hen, and she did.

When the wheat was cut the little red hen said, "Now who will thresh the wheat?" "Not I," said the cat. "Not I," said the pig. "Not I," said the rat. "Then I will," said the little red hen, and she did.

When the wheat was threshed the little red hen said, "Now who will take the wheat to the mill?" "Not I," said the pig. "Not I," said the rat. "Not I," said the cat. "Then I will," said the little red hen, and she did.

When the wheat was ground, the little red hen brought the flour home. Then she said, "Now who will do the baking?" "Not I," said the rat. "Not I," said the cat.

"Not I," said the pig. "Then I will," said the little red hen, and she did.

And now all stand around the little red hen. The baking is out and the table is set. "Who is going to eat this?" said the little red hen. "I will," said the cat. "I will," said the pig. "I will," said the rat. "No you will not," said the little red hen, and she ate it all up.

The presentation of the story is made as follows:

As the first paragraph of this story is given to the children the underlined words are written upon the board. They are not to be told by the teacher. The pupils read them. The words *who* and *do* must be told to the pupils.

When the next paragraph is given they will read more readily, and on account of frequent repetitions become familiar with the new words.

When the story is reviewed the teacher points to the words, phrases, and sentences, and the pupils read them. Or the pupils point to and give the words as the teacher does her part of the telling of the story. At last the pupils will be ready to tell the story, and point to the parts on the board as they tell it.

At the close of the recitation the pupils may clear the board in this way: the teacher tells one

child to erase the name of one of the animals in the farmyard, giving its name as he does so. Another erases the name of another animal. One is asked to erase the word that tells the color of the hen, another to erase the word that tells about the size of the hen, another to erase the word that tells what the hen found, thus connecting word constantly with idea.

CHAPTER XI

PLAY OF THE LEAVES GAME

Material: Autumn leaves of various colors, one pinned upon each child except one. This one child is the wind.

First and Second Steps. Directions: The teacher writes "You may be a red leaf." The other leaves are assigned in a similar manner. The child who is the wind points to the directions upon the board. If any child fails to respond correctly, he is out of the game until he does so respond. The directions are:

Come, red leaf.
Come, green leaf.
Come, brown leaf.
Come, yellow leaf.
Come, red and yellow leaf.
Come, red and green leaf.
Fly with me.
Fly over the ground.
Whirl with me.
Sail with me.
Drop down under the trees.
Sleep, all you leaves.

The teacher helps with the new sounds om in come, th in with, e in me, er in over, ai in sail.

The new combinations — om, ai, th, and er — are printed upon cards for drill, and when the letter e is presented the pupils say "ĕ or ē."

Third Step.

Nouns:

bait	blossom	blotter	brain	butter	chain
cistern	clover	cracker	dinner	dipper	fern
flower	grain	hail	hunter	jail	lantern
letter	lumber	mail	miller	nail	number
pail	pain	paper	pepper	rain	raisin
rider	river	Rover	shower	silver	sister
slipper	snail	spider	sprain	stain	supper
tail	tailor	teacher	term	train	waist
winter	summer	something			

Pronouns:

he	her	herself	she	them	we

Adjectives:

better	bitter	kinder	longer	some
handsome	lonesome	that	this	these
those				

Verbs:

bathe	braid	breathe
be	laid	paid
paint	raise	wait

Prepositions:

over	under	with

Fourth Step.

ACTION SENTENCES

Come here, girls.
Come here, boys.
Read from this paper.
Tell me all that it tells you.
Ring those little bells.
Sing, girls.
All sing.
Place a silver cup on the table.
Is that milk in the cup?
Place the clover in the small vase.
Tap, tap, like the rain.
Get a pail.
Fill it with sand.
Get a yellow blotter for me.
Get a grain of wheat.
Get a kernel of corn.
Which is the larger?
Show how to scatter grain.
Show how to reap grain.
What grain is made into flour?

(Tell the word *What*).

A RIDDLE

I have no lips.
I can sing.
I have no legs.
I have no feet.

I can not run.
Sometimes I run over.
I have no hands.
You take me by the handle.
I have a lid.
I have a spout.
I am placed over the fire.
Sometimes I am copper.
Sometimes I am tin.
I help to make tea.
(*Teakettle.*)

A RIDDLE

It has legs.
It can run.
It can scratch.
It has a tail.
It has ears.
It has a nose.
It has eyes.
It can sleep in the daytime.
It can see in the daytime.
It can see when you sleep.
It has a mouth.
It has whiskers.
It likes milk.
It catches mice.
Sometimes it catches birds.
It has a fur coat.
It can pur.
It can meow. (*Cat.*)

A RIDDLE

Sometimes it is round.
Sometimes it is not round.
It has a brown coat.
It is white.
It has no ears.
It has no mouth.
It has no face.
But it has eyes.
It can not see.
It grows in the ground.
You like it.
You eat it.
You peel it before you eat it.
You may bake it.
You may fry it.
You may bake or fry it.

(*Potato.*)

A RIDDLE

I come in the Spring.
I can not swim.
Sometimes I hop.
I can not skip.
I can fly.
Sometimes you see me on the trees.
Sometimes you see me on the ground.
I make my house.
I make it in the tree.

I make it with my bill.
I peck, peck, peck.
Sometimes I get on your house.
I tap, tap, tap.
I am a bird.
I go up tree trunks.
Which bird am I?

(*Woodpecker.*)

A RIDDLE

We are little.
Sometimes we grow under trees.
Sometimes we grow near the river.
Sometimes we grow near a creek.
You like us.
We like the rain.
We like the sun.
The rain and sun make us grow.
The wind bends us over.
Some of us are purple.
Some of us are blue.
Some of us are yellow.
Some of us are white.
We come in the Spring.

(*Violets.*)

CHAPTER XII

SOUNDS OF ANIMALS GAME

First and Second Steps. Directions and Explanation:

Each child is assigned from the board one of the following names of animals:

cow	duck	hen
chicken	dog	sheep
bee	pig	turkey
kitty		

The teacher then points to one of these names and says, *e.g.*, "Tell me what this animal says." The child must respond with the appropriate sound.

Later the words

Meow, meow,
Quack, quack,
Moo, moo,
Wee, wee,
Peep, peep,
Gobble, gobble,
Cluck, cluck,
Buzz, buzz,
Bow wow,
Baa, baa,

are scattered over the board. When the teacher says, *e.g.* "Tell me what this animal says" (pointing to its name), the child not only responds in sound, but as he does so points to the words he says.

The teacher helps with the new sounds of ў, qu, z, oo, and ä, and henceforth when the y on the phonetic card is used the pupils give three sounds for it.

Third Step.

Nouns:

baby	berry	boot	bossy	breeze	bunny
cherry	city	lady	Mary	moon	muzzle
noon	puppy	quail	queen	quill	quilt
room	squirrel	story	tool	zoo	

Adjectives:

cool	dirty	dizzy	easy	every
funny	happy	jolly	lazy	merry
sleepy	sorry	queer	quick	quiet

Verbs:

carry	freeze	froze	hoot	hurry	quit
shoot	sneeze	squeal	squeeze	squirm	squirt

Adverbs:

quickly	quite	quietly	very	soon	too

Fourth Step.

PICTURE EXHIBIT

The pictures mentioned below are upon the table and the pupils arrange them for an exhibit.

Get "Cherry Ripe" and place it.
Get the lady and the baby.
Get the jolly squirrel sitting on a branch.
Get the little bunny.
Place the queen.
Get the round moon in the blue sky.
Get the bossy cow coming up the lane.
Get the funny puppy dog.

CHAPTER XIII

THE PLAY OF TOUCH

First and Second Steps. Directions and Explanation:

THE PLAY OF TOUCH

Touch your arm.
Touch your foot.
Touch your mouth.
Touch your feet.
Touch your ears.
Touch your hand.
Touch your chin.
Touch your cheeks.
Touch your neck.
Touch your nose.
Touch your eyes.
Touch your lips.

The directions are written upon the board and the pupils are called upon to perform the actions. The teacher helps with the new sounds of ar in arm, oo in foot, and the pupils give two sounds for oo and for s in the phonetic drills. Later, as a test, the teacher, or a pupil, *e.g.*, points to her

eyes, and a pupil erases the word eyes, and so the other words are erased.

Third step.

Nouns:

arm	barn	book	car	card	carpet
cart	Charles	crook	farm	garden	harm
hook	jar	Karl	lard	lark	marble
March	Margaret	Mark	market	park	star
starch	tar	tart			

Adjectives:

good	dark	hard	large	sharp	smart

Verbs:

are	bark	cook	look	starve	start	shook
stood	took					

Adverbs:

far farther

Interjections:

hark good-by

Fourth Step.

A RIDDLE

I am little.
I have black eyes.
I have little ears.
I have sharp teeth.
I eat cake.
I eat apples.

I eat crackers.
I eat flour and cornmeal.
I like sweet things.
I eat cheese.
I run when kitty comes.
I am gray.

(*Mouse.*)

A RIDDLE

They are pretty.
Some are white.
Some are blue.
Some are purple.
They look like bells.
They open in the morning.
They close when the sun shines.
They have green leaves.
The leaves look like hearts.

(*Morning glories.*)

(Tell the pupils *they* and *pretty*.)

RHYME

Hark! hark! how the dogs bark,
The beggars are coming to town,
Some in rags, some in tags,
And some in velvet gowns.

(Tell the word *to*).

A RIDDLE

It was small.
Now it is tall.
It was green.
Now it is brown.
It has ears.
It can not hear.
Sometimes its ears are red.
Sometimes its ears are yellow and red.
Sometimes its ears are white.
Sometimes its ears are yellow.
Sometimes its ears are black.
Chickens peck at its ears.
Its leaves do not fall.
Cows like the leaves and the ears.
Horses like them, too.

(*Corn plant.*)

(Tell the word *was*. This riddle is given after the pupils have noticed various kinds of corn.

A RIDDLE

It is pretty.
It is small.
It has two eyes.
It has a large mouth.
It has no legs.
It has no wings.
It has a tail.
It has fins.
It looks like gold.

(*Goldfish.*)

A STORY

In a big woods stands a tall tree; on the tall tree grows a large branch; on the large branch is a little nest; in the little nest is a blue egg; in the blue egg is a little bird. Soon it will sing, "Weet, weet, weet."

Write the whole story on the board for the pupils to read.

RHYME

"I think when a little chicken drinks,
He takes the water in his bill,
And then he holds his head way up
So the water can run down hill."

— NEIDLINGER.

(The pupils will need help with *wa* in water.)

CHAPTER XIV

THE SUMMARY

Summary as to attainments of the pupils in Reading up to the present time.

1. The pupils recognize at a glance a great many words in script.

2. They know many of these words also, in print.

3. They read quite fluently.

4. They have formed the habit of looking to the word for the thought back of it.

5. They know the sounds of the following letters and combinations of letters (fifty-nine in all) :

a. Vowels, ă, ĕ, ĭ, ŏ, ŭ, y̆, ā, ē, e͞e, ī, ō, ū, y͞, o͝o, o͞o.

b. Consonants, b, c, ç, d, f, g͞, ġ, h, j, k, l, m, n, p, r, s, ş, t, v, w, y, z.

c. Combination of letters: ai (pail), ar (car), all (ball), ch (chicken), ck (pick), ea (eat), er (her), ing, ir (girl), om (some), ou (house), or (horse), ow (how), ow (grow), oy (boy), qu, sh (wish), th, thur (fur), wh, wa (water).

6. They are able to pick out for themselves any word in their spoken vocabulary, providing it be composed of the above sounds.

7. Reading is a pleasure because by it the pupils learn many things which they wish to know.

FROM SCRIPT TO PRINT ON CHARTS

The work from the board may occupy a term or more of time. It has the advantage of allowing the reading lessons to grow out of the interests of the children, of making the words large, of having the attention of every pupil directed to the same spot, and of having the words appear as wholes (not broken up into separated letters as in print).

As the reading from a chart is to be a preparation for reading from a book, the choice of the book comes first.

The teacher chooses a reader which contains the most interesting material (other necessary requirements being observed in it). The reader should have large clear type and good pictures. It should contain many words with which the pupils are acquainted, or, at least, such as they can study out with their present knowledge of sounds of letters. There should also be much interesting repetition.

Before the pupils take up reading from a chart they should know in script all the words which will be used on the chart, and should know the letters and combinations of letters (found in the words) in print. For this purpose as soon as a book is decided upon the teacher makes lists of all the words found on the first twelve or more pages. Those with which the pupils are not familiar she presents (in script) on the board in the form of games or in other interesting ways. When these words are all familiar to the pupils in script, she makes charts of manila cardboard 36 inches × 24 inches. She uses attractive illustrative pictures on these charts, and prints with rubber type (not crowded at all) directions for games, or other interesting directions or stories, using no words with which the pupils are not familiar in script. She presents in this way, in print, all the words on the first few pages in the book. The only new thing on the charts is print instead of script.

FROM CHART TO BOOKS

Now that the pupils know in large print all the words on the first twelve or more pages of their Readers, they have only to learn to manage a book for themselves, and to keep the place, which

is quite enough. The reading is easy for them, as they know all the words in print and this gives them confidence in themselves. They read rapidly and take pride in it.

After the pupils begin to read from books one period should be given to phonetics. In this class the pupils learn new sounds of letters and combinations of letters. They also gain skill in the use of these sounds.

Whenever a new word comes up in Reading the pupils "sound it out" if they can. A few words such as *who*, *one*, *says*, *eyes*, etc., must be *told* to the pupils.

PART TWO

HOW TO USE A READER IN PRIMARY GRADES

HOW TO USE A READER IN PRIMARY GRADES

There are habits of reading which pupils should begin to form as soon as they begin to use a book. A few suggestions of help in forming these habits are given here.

HABIT I

The habit of comprehending the meaning of the author and of entering into the feeling in what he says.

Pictures accompany most of the lessons in the Primers and First and Second Readers. They are usually placed at the heads of the lessons. The pupils study a picture and tell as much of the story as the picture tells them, but as the picture does not tell all they wish to know, they study the lesson to find out more about it. For example, a little girl in the story is crying. The children read to find out why she is crying.

If the book tells the pupils to perform some action, they perform it or call upon another child

to do so. If the book says, "Run to the table," all read silently until one is called upon to do as directed. Then, again, this pupil may say to another pupil, "Run to the table," and the latter pupil then runs to the table as the book says.

Pupils should play a game as preparation for reading about how a game is played, so that they may read it understandingly, and with added interest. Thus, if pupils are to read about how "Charley Over the Water" is played, they may first play it according to the teacher's directions, not knowing that soon they are to read about it.

If a conversation is carried on in the lesson, the pupils take the parts of the different characters, each reading the part of the conversation that belongs to him.

Much discrimination is needed to pick out the conversation only. If the lesson is at all difficult, have the pupils read it through once before they dramatize it, that the attention may not be divided between studying out the passages and giving them with feeling.

Questions asked in the book are to be answered by the pupil reading. He, however, may address the question to some other child in the class. The one addressed reads the answer from the book if

the answer is given. If the answer is not in the book, he gives his own answer to the question.

Often the teacher asks a question and the pupils find the answer in their books. One is then called upon to read it.

Under other conditions the teacher gives out a topic and asks the pupils to read all they can find about it. That is, "Read how the Chinese girl is dressed."

Sometimes the pupils are asked to look through a paragraph and tell what the paragraph is about.

Very often it is well to give a comprehensive topic at the beginning of the Reading recitation — one that shall arouse a lively interest and cover the whole lesson. The teacher may say, "We are to read about a contest between the Ice and an Indian and see which came out ahead." The teacher must keep the topic before the pupils as they proceed with their reading. Ask "Which is ahead now?" At the close of the lesson the pupils should realize that they have found out what they set out to find. To lose sight of the purpose after completing the labor robs the lesson of its greatest efficiency.

Unfamiliar objects and scenes which the pupils read about should, as far as possible, be made

familiar to the pupils. For this purpose the teacher will often need to arrange for material and information. It will be found necessary sometimes to make an excursion many days before the lesson is to be read. She will need to bring into the class objects and pictures — the very best that can be obtained for the purpose of making the text clear. Many times she will need to sketch rapidly at the board the scenes that will make the description clear.

The teacher should always bear in mind that the child is now getting ideas with which he will all his life interpret what he hears and reads. Therefore she should take an infinite amount of trouble to make sure that these ideas are vivid, accurate, and clear. The pupil cannot intelligently enter into the spirit of what he reads otherwise or make full use of the ideas afterwards.

The pupils are encouraged to make rapid, rough sketches at the board to illustrate points in their reading lessons.

The teacher does not stop a pupil while reading to make a correction, nor do the pupils raise hands to show that a mistake has been made ; either would make a break in the child's thought, and be impolite to him. If what he is reading does

not make sense, he should discover it for himself. If he cannot help himself, let him ask help of the teacher or a classmate. If what he reads does convey the meaning of the author, the pupil having substituted for a word another meaning the same, the mistake may sometimes be passed by without comment, or it may be corrected when the pupil is through reading.

That the pupils may understand the meaning and enter into the feeling of a poem, some preparation for its reading is usually necessary. After the teacher has given the setting of the poem, or has connected it interestingly with the lives of the children, the teacher may read the poem to the class. By proper reading appreciation of the poem may be shown, and an interest in poetry may be established.

Then, taking it up stanza by stanza (if difficult at all), she gives the pupils the help they need to make the meaning clear. The pupils ask questions about anything that they do not understand in the poem. After these explanations the teacher may read it again; this time the pupils should get a much better idea of the meaning. In this way a keener appreciation of the feeling may be aroused.

Now, if the pupils can read it well, they may do

so; if not, the poem is passed by for the present, returning to it when the pupils are better able to read. Pupils should never be allowed to blunder through poetry; otherwise, they will not enjoy it.

The teacher can often lead the pupils into the feeling of a reading lesson by taking her turn at reading, or by impersonating one of the characters in a story which they are reading. There is danger of doing too much of this, but there is a greater danger of doing too little. The enthusiasm and sympathy with which the teacher reads will be very contagious.

HABIT II

The habit of inquiring about anything which the pupil does not understand in his reading lesson.

If the pupil comes across an unfamiliar word, statement, or reference, he should inquire what it is or what it means. He should never wait for his teacher or classmates to ask him. If he reads without making such inquiry, it is fair to suppose that he understands what he has read and any member of the class may ask for an explanation. If he cannot explain, he is made to feel that he has not been quite honest, acting as if he knew, when he did not know.

HABIT III

The habit of expressing, without solicitation, the child's candid opinion about what he reads.

This habit springs up and grows in an atmosphere of good fellowship.

It is encouraged by the teacher giving occasionally, quietly, and naturally her own opinion.

"What do you think of that?" may occasionally be asked at first. Later it will not be necessary to prompt the child to express an opinion. New and interesting material calls forth the child's free expression.

HABIT IV

The habit of connecting what the child reads with his experiences or with anything similar which he has heard or read.

This habit may be encouraged by asking occasionally, "Of what does that remind you?" After reading Stevenson's poem, "Where Go the Boats," and after having made little boats and sailed them, the pupils should call up their experience similar to that in the poem.

HABIT V

The child's habit of studying out unfamiliar words for himself.

The children should be taught to recognize and give promptly the sounds of letters and combinations of letters.

They should be taught to notice the setting in a sentence of an unfamiliar word — not only the words which go before, but those which come after, and note their meaning. With the meaning in mind they will often need to give but a sound or two of the new word (providing it is in their speaking vocabulary) to surmise quite accurately what the word is in the sentence. In "Here are some grains of wheat," the word *grains* comes into the reading for the first time, but the child having looked ahead and taken in the phrase *of wheat*, easily gets the word *grains* by sounding the *gr*.

HABIT VI

The habit of reading fluently. (The preparation made before reading a lesson makes a difficult lesson much easier.)

Through the study of the picture many of the new words may be introduced. As the pupils

use these new words in describing the picture the teacher writes them upon the board, and they are reviewed in such a way as to be connected with the idea they express. Sentences of this kind may be used: "Find the name of the pony." "Find the words that tell where the pony was" (in the field). "Find the words that tell what the pony eats."

Rapid word drills are given. Words which commonly give trouble, such as, *was*, *been*, *should*, *who*, etc., are printed upon slips of manila cardboard, 9 inches $\times 4\frac{1}{2}$ inches. On the opposite side of the card the word is written, so the teacher knows what word she is presenting. The pupils may all stand. When one misses a word he sits down. He may stand again, if the next time about he gives correctly the word he missed before.

Phrase drills help the pupils to take in a group of words at a glance. For this purpose the teacher writes upon the blackboard, in a column, phrases which have occurred in a previous lesson so that they shall have meaning for the pupils. Usually these phrases should contain but three or four words, and never more than five short words. A window shade is fastened at the top of the blackboard and is let down over the phrases. For the

drill the shade is rolled up so as to expose one phrase only; this is quickly erased and a child is called upon to give it. The other phrases are dealt with in the same way.

The pupils are asked to open their books to a certain page, find the title of the lesson, and close the books quickly. Then one pupil is called upon to give the title.

The teacher asks a question, the answer to which the pupils must find in their books and give as soon as possible.

Pupils glance through a paragraph quickly, then all close their books at the same time. One is called upon to give the substance of the paragraph, others helping if necessary.

The articles *the* and *a* are never separated from the nouns to which they belong, but the article and its noun are treated as one word.

HABIT VII

The habit of giving natural appreciative expression to the child's oral reading.

This habit is induced by giving the child interesting reading books in which the text is not over difficult — so difficult that the child loses the thought in studying out the words.

It is encouraged by giving the child an appreciative audience. So it is often well for a class to present a story to another class or to another school. If a pupil is to do his best, he must feel that what he is giving is worth giving and worth listening to.

Live remarks made by the teacher often arouse the child and lead him to express himself well; say, "Quick, see if the boy escaped from the Indian," or inquiries that spur on the thought in the lesson may be made.

If the pupils cannot read a passage well, the teacher may read it, showing them how to convey the meaning or feeling, but ordinarily the child should not read the passage immediately after the teacher reads it, lest his reading be mere imitation and not the expression of his own feeling.

The dramatization of an interesting conversation for the purpose of presenting the little drama before parents or friends puts spirit into the oral reading. The pupils know that they must read their parts well if they are to entertain, and with this motive in view they study with zeal and practice with pleasure, and as a by-product gain much power to recognize words and interpret their meaning.

The pupils may sometimes be asked to look through a short description and read aloud anything that is new and especially interesting. Short simple stories, all different, may be given, one each, to the members of the class. Each child looks silently through his story and then the papers are laid aside by all but one, who reads to entertain the class. If he reads poorly, he usually realizes it and asks more time for study. One child after another reads, each well-read story giving to the members of the class an ambition to read well.

If the reading lesson is at all difficult, the pupils should be allowed time to study silently a sentence or a paragraph before reading aloud. The pupils get help from the teacher in pronouncing words, if they cannot help themselves. They ask about anything that they do not understand. This saves the pupil the mortification of reading blunderingly.

HABIT VIII

The habit of enunciating distinctly.

This habit is best cultivated by the use of a good pattern. The teacher should enunciate clearly and distinctly.

Short sharp drills in clear enunciation should often be given.

The teacher should insist in all of her recitations that the *whole words* be pronounced.

HABIT IX

The habit of standing squarely and of holding the book well must be insisted upon constantly.

HABIT X

The habit of reading outside of school.

The pupils may be given stories to read at home and report upon at general exercises. The child must read the story for himself. His parents are requested not to read it for him.

Each pupil chooses some short story in a book or paper at home or in the school library. After the teacher has approved his story, he takes it home and studies it so that he may read it to his class or to the whole school.

The whole class take books home and study a selection so that they may present it before the school as a class.

Through coöperation of teacher and parents the pupils often read their favorite stories at home to the family circle.

The teacher begins an interesting story at school, and at a very interesting point stops, and gives the pupils the story to finish at home. Allow the pupils to read books at school when they have finished *well* an assigned piece of work, and when time remains before new tasks must be begun.

These habits being well formed, the pupils should *live* in their reading, and by their reading make their auditors *live*.

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